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ABSTRACT

This practicum reports on the conceptualization, development, testing, and implementation of the guidelines, procedures, and a model for alternative programs for earning graduation credit. New requirements for graduation were adopted by the Maryland State Department of Education in November, 1974, but the development of specific policies and guidelines for these optional credit experiences was the responsibility of each of the local county school systems. The development of the guidelines and procedures was begun by a representative committee of school and central office personnel early in the 1975-76 school year, and the model was formatively evaluated by potential participants. The completed report--policies, guidelines, procedures, and model--was accepted by the Anne Arundel County Board of Education in July, 1976, and approved for implementation in the senior high schools in September, 1976. The guidelines and procedures were also made part of two other county programs--in experienced-based career education and in an internship experience with the county government. (Author)

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DEVELOPMENT OF GUIDELINES, POLICIES, AND PROCEDURES FOR ALTERNATIVE CREDIT PROGRAMS IN ANNE ARUNDEL COUNTY SENIOR HIGH SCHOOLS

Oliver B. Wittig, Jr.

Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education, Nova University

EA 009 333

Baltimore Cluster
Dr. Howard C. Allison

Midi Practicum
July, 1976

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ABSTRACT

This practicum reports on the conceptualization, development, testing, and implementation of the guidelines, procedures, and a model for alternative programs for earning graduation credit. New requirements for graduation were adopted by the Maryland State Department of Education in November, 1974, but the development of specific policies and guidelines for these optional credit experiences was the responsibility of each of the local county school systems. The development of the guidelines and procedures was begun by a representative committee of school and central office personnel early in the 1975-1976 school year, and the model was formatively evaluated by potential participants. The completed report--policies, guidelines, procedures, and model--was accepted by the Anne Arundel County Board of Education in July, 1976, and approved for implementation in the senior high schools in September, 1976. The guidelines and procedures were also made part of two other County programs in experience-based career education and an internship experience with the County government.

INTRODUCTION

In November, 1974, the Maryland State Department of Education adopted new requirements for graduation. Changes to the requirements were in the areas of basic academic subjects, the number of credits required for a diploma, and some of the optional means by which students could earn credit. Each of the 24 Maryland county school systems was given the responsibility for the development of the local policies for the implementation of the revised requirements. The Anne Arundel Public School System chose a number of broad-based representative committees for this purpose, and reports from these groups were presented to and approved by the Board of Education in May, 1974. One area of the new graduation requirement, earning credit by approved experiences outside of school, was not considered by the County at that time. The practicum author, a senior high school principal in the system, was given approval by the Assistant Superintendent for Instruction to begin work on the development of the policies, procedures, and guidelines governing alternative credit programs.

At the beginning of the 1975-1976 school year, the author met with the Assistant Superintendent to discuss a tentative strategy to accomplish the project. The author selected a committee of

school and central office personnel representing major disciplines, serving in each of the four sub-areas of the County school system, and having expertise for the committee task.

Chapter I discusses the need for policies, procedures, guidelines, and a model for alternative credit programs in the Anne Arundel County School System. The requirements from the Maryland State Department of Education and the needs of the local school system were considered.

Chapter II details the rationale for the selection of the committee, the development of the philosophy, goals, and objectives for alternative credit experiences, and the design of a model to be used in the senior high schools.

Chapter III describes the process of formative evaluation and field testing of the proposal before submitting the final document to the Board of Education for approval and implementation.

In Chapter IV the recommendations for implementation and summative evaluation are discussed. The use of the approved model and guidelines in two other county programs in career education and county government internships is included to show the project's transferability.

Chapter I

ESTABLISHING A NEED

The Maryland State Department of Education adopted new graduation requirements for public high schools in the 23 county school systems and the Baltimore City school system, effective September, 1975. The new requirements allowed more flexibility for the school system, the senior high school, and the student in the ways in which credit may be earned. These requirements mandated certain minimum standards for all students in the academic disciplines of English, social studies, science, mathematics, and physical activity. The new requirements permit increased flexibility in the optional ways students may meet the required and elective credit provisions. Specifically, the requirements state that students entering grade nine in September, 1975, will be subject to the new standards which require the following for earning a Maryland High School Diploma:

English	4 credits
Social Studies	3 credits
Science	2 credits
Mathematics	2 credits
Physical Education	1 credit
Electives	8 credits

The new requirements stress two underlying philosophies: a curriculum design which develops themes dealing with broad human concerns and personalized programs which are a combination of experiences tailored to the needs of the student. The methods by

which credit may be earned include, in addition to traditional classroom experiences, a number of options such as credit by examination, accelerated summer school programs, concurrent enrollment in evening high school, approved correspondence courses, private tutoring in special circumstances, school-supervised work study programs, school-approved independent study programs, and educational experiences outside of school.

The Anne Arundel County Public School System devoted nearly a full year prior to the implementation of the new requirements to the development of local policies related to earning graduation credit in the basic proficiency areas, the physical activity area, and some of the alternative credit areas. Several committees were charged with review of curriculum, development of guidelines for non-traditional programs, and the design of strategies to implement the individualized and personalized programs in the Anne Arundel County Public Schools. As of the end of the 1974-1975 school year, no action or decisions had been made with regard to the independent study or experiences outside of school provisions of the new requirements since students who would most likely be affected by these optional experiences would not be entering the senior high school until September, 1976. The need for guidelines, policies, and procedures governing independent study or experiences outside of school did not have a high priority at the time of initial

implementation of the new graduation requirements. Since the first group of students coming under the new requirements would reach the senior high schools in September, 1976, the need to have standardized policies and guidelines for independent study and experiences outside of school is now apparent.

A second consideration which demonstrated a need for operational policies to govern the independent study-experiences outside of school portion of the new requirements was the emphasis given to educational experiences which made each student's learning program more individualized and personalized. The expansion of the curricular offerings in the vocational education area (clerical, stenographic, data processing, sales and marketing, and vocational trades) resulted in larger numbers of students being involved in learning experiences off campus. This integration of classroom experience with supervised experience in practical situations served to demonstrate that considerable benefits could accrue to students participating in such alternative educational experiences. The majority of these programs offering the non-traditional or off campus experience were in vocational or career education for students who could be expected to complete formal schooling with high school. One intent of the new graduation requirements was to make these educational options available to more students both college bound and non-college bound. The Maryland State Department of Education recognized the need and

mandated general guidelines for these personalized programs. An excerpt from the State bulletin states that: "The provision of a personalized education program for each student is the ultimate aim for secondary schools. This program is defined as that combination of experiences tailored to the needs of the student."[1] The general criteria for the development of a personalized program are as follows:

1. Planning and authorization of the program would take place in a conference involving the student, the parent (guardian), and appropriate school personnel.
2. Mutually agreed upon performance criteria would be established for the student in each of the educational experiences selected for his total program.
3. Each individual experience would be assessed upon the completion of the performance criteria established.
4. The total staff would be involved in the guidance function of the school.
5. Continuous efforts would be made to increase the number of in-school and out-of-school experiences available to the individual student.[2]

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[1]Maryland State Department of Education, Graduation Requirements for Public High Schools in Maryland, November, 1974, p. 14.

[2]Op. cit., p. 15.

The requirements imposed by the State graduation standards dictated that the Maryland school systems develop guidelines and procedures to be used by the senior high schools planning to implement alternative credit programs as part of the regular curriculum.

In one Anne Arundel County high school an alternative learning experience had been implemented during the school year, 1975-1976. At Annapolis High School a program to provide off campus learning experiences for gifted and talented students through an internship within the professional community was developed and implemented at that school on a trial basis. The Pre-Professional Internship Program (P.I.P.) sought to provide students with valuable career and vocational experience not available on campus. Student participants in P.I.P. spent a minimum of two hours per school day for a semester in direct contact with legal or medical practitioners. The student intern was supervised by a member of the school staff who served as the liaison between the professional community and the school. Student interns were able to observe and investigate in depth the many aspects of the profession in which they were interested. P.I.P. required participation of the student, the parent, the school, and the professional community in the development of performance criteria by which the students' learning would be measured, the kinds of activities in which the student would engage, and the evaluation of the student at the end of the semester.

The Anne Arundel County Board of Education approved the Pre-Professional internship Program for implementation during the school year, 1975-1976, subject to evaluation at the end of the school year. The implications of P.I.P. and the willingness by the Board to accept such an alternative learning experience demonstrated a need for the expansion of such a program into each senior high school in Anne Arundel County.

Three basic factors were apparent in the Anne Arundel County Public Schools at the beginning of the 1975-1976 school year which demonstrated a need for a formal set of operating procedures and guidelines governing alternative learning experiences. These factors which demonstrated this need were:

- the adoption of new requirements for graduation which provided for and emphasized non-traditional learning experiences
- the emphasis given the individualized and personalized programs by the new requirements
- the implementation of an off campus internship program in one County high school which indicated that schools were ready to adopt such alternative experiences as part of the regular curriculum

All aspects of the new graduation requirements are or would be governed by County policy or administrative regulation developed

by several County-wide committees. These policies and guidelines for secondary schools were summarized and distributed to all instructional personnel in April, 1975, by the Assistant Superintendent for Instructional Programs. These operating policies became effective in September, 1975. The policy memorandum also recognized that no specific guidelines had been developed for work study programs or experiences outside the school.

> During the 1975-1976 school year and until guidelines can be developed, a proposal for the activity (work study programs or experiences outside of school) must be approved by the principal, area director, and the appropriate program coordinator.[3]

As a high school principal the author was concerned that the absence of specific policies and guidelines for experiences outside of school would present operational problems at the school level. Several questions became apparent immediately. What was the school's responsibility for disseminating information about alternative credit programs-experiences outside of school? Which school personnel should be involved with these optional learning experiences? How might a student who has expressed interest in an alternative credit program begin a project? What steps must be taken to insure that a student's project will relate to his/her planned instructional

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[3]Anne Arundel County Public Schools, Approved Policy for Implementation of Graduation Requirements for Public High Schools in Maryland, 1975-1976 School Year, 1975, p. 7.

program? What are the responsibilities of school personnel in supervising a student's experience outside of school? On what basis will a student's project be evaluated and credit awarded? How can the school insure that student projects will relate to County goals of education?

The seemingly endless list of questions about this aspect of the new graduation requirements further demonstrated the need for the development of guidelines and procedures for alternative credit programs-experiences outside of school.

This practicum project describes the professional efforts which resulted in the development, testing, evaluation, and adoption of operational policies, procedures, and guidelines for alternative credit programs-experiences outside of school in the Anne Arundel County Public Schools.

CHAPTER II

STRATEGIES TO CARRY OUT THE PRACTICUM

The following sequence of activities were conducted by the author and the Alternative Credit Program Committee to develop, test, and evaluate the final document which would become operating policy for senior high schools in Anne Arundel County.

Securing Area I Approval

The proposal was first discussed with the author's immediate superior, the Director of Area I. During this informal session, the Director was made aware of the need for system-wide operating policies for alternative credit experiences as outline above. The discussion also included the tentative proposal and strategies for the development of the guidelines and procedures. Pertinent suggestions were offered on comparable programs which might serve as models and suggestions on feasible ways to implement the proposal consistent with established County practices. Permission for the author to carry out the practicum proposal on school time was also granted by the Director.

Securing Approval of the Department of Instruction

In September, 1975, the author met with the Assistant Superintendent for Instructional Programs to formally discuss the

feasibility of the project proposal. The need for such operating policies and guidelines was accepted at this level, and the discussion centered on a plan of attack. Since previous policy reports related to the new graduation requirements had been developed by broad-based committees which included school-level and central office-level instructional personnel, the author proposed that a select committee be chosen to be responsible for the development of the policies, procedures, and guidelines. The author was given permission to begin to develop the rationale for committee selection and begin preliminary work on the proposal.

Committee Membership Rationale

The rationale for membership on the Alternative Credit Program Committee as determined by the author with approval of the Assistant Superintendent is given below:

1. Committee membership must be representative of the four subdivisions of the school system. (Anne Arundel County Public Schools were reorganized into four semi-autonomous areas in 1973. Each area had its own Director, Assistant Director, several Coordinators of Instruction, a cadre of instructional resource teachers, and a pupil services team. The areas included about 20,000 pupils, kindergarten through grade 12 in 18 to 25 school plants.)

2. Committee membership should include representatives of the five impacted groups, school, area, and county-level administrators, school counselors, teachers, students, and parents.

3. All major disciplines should be represented on the committee to insure the widest possible variety of opinions and expertise.

4. Members should be available for service with a minimum of interference to their regular responsibilities. It was projected that all committee work would occur during the regular school day; therefore, personnel selected should be able to be released from regular duties as needed.

5. Members should have the potential to make a significant contribution to the committee deliberations and be in a position to have an impact on the implementation of the policies and guidelines.

6. Committee membership should not be static but subject to expansion as needed.

7. Some members should have knowledge or expertise about alternative credit programs or off-campus credit programs. This expertise would aid the committee work and effect a time saving.

The rationale for the selection of the membership for the Alternative Credit Program Committee was accepted by the Assistant Superintendent with minor changes. The author then proceeded with

the selection of the individuals for committee service based on the accepted criteria. A memorandum sent to the Assistant Superintendent on September 24, 1975, included the names of those professionals chosen. Also presented was a copy of a suggested memorandum to members which the author had requested go out over the Assistant Superintendent's signature. A copy of the memoranda and the suggested committee membership list is included as Appendix items A, B, and C on pages 68, 69, and 70.

Professionals chosen for service on the Alternative Credit Program Committee received a notice from the Assistant Superintendent advising them of the purpose and objectives of the committee and announcing the first meeting. A copy of this notice is included as Appendix item D on page 71.

Selection of the Alternative Program Committee

The author, in consultation with the Assistant Superintendent, developed the criteria for committee membership and selected the personnel which would insure that the criteria were met. The individuals chosen, their positions in the school system, and their areas of expertise are listed in Chart I below. Chart I represents the initial committee selected by the author. It had been agreed that additional personnel would be included on the committee when and if it became apparent that probable interface existed with other areas. This interface, in fact, became apparent early in

the committee work and other individuals were involved with the group through the conclusion of the project. Chart I also lists the additional personnel chosen for the Alternative Credit Program Committee after the initial selection, their positions, and the expertise which they brought to the committee.

At the initial meeting of the Alternative Credit Program Committee on October 9, 1975, the author presented an agenda and a tentative plan of action for the committee work. A copy of the agenda is included as Appendix item E on page 72. This meeting dealt with procedural matters such as future meeting dates and places, methods of dissemination of information, and individual committee member responsibilities and assignments. The committee also devoted time to "brainstorming" on how the group would accomplish its task, a time line for committee work, the research effort and investigation of comparable programs, interface with other established programs in the County curriculum, awarding credit, and evaluation of the policies, procedures, and guidelines. A detailed statement about the items mentioned above appears in the following paragraphs.

Alternative Credit Program Committee

Name	Title/Position	Area	Background/Expertise
1. Oliver Wittig	Principal, Andover H.S.	I	mathematics, practicum author, chairman of committee
2. Craig Lundberg	Principal, Northeast H.S.	II	music
3. Richard Ensor	Principal, Annapolis H.S.	IV	English, developed alternative credit program in his school, good writing skills
4. Earl Wellemeyer	Program Coordinator	C.O.	Responsible for County language arts program, experience with non-traditional programs, varied contacts across State
5. Thelma Sparks	Program Coordinator	C.O.	Responsible for County mathematics program, involved in extensive curriculum development with innovative programs
6. Thomas Drowsky	Resource teacher	III	social studies, served as a member of County Task Force to develop conceptual social studies program
7. Neal Fertitta	Resource teacher	I	science, member of Science Task Force to develop Unified Science Program, good statistician, experience in educational evaluation
8. John Hutchins	Counselor, Glen Burnie H.S.	I	extensive experience as high school counselor, liaison with counselors in other schools
9. Isaac Schkloven	Director, Vocational Education	C.O.	extensive experience with work-study programs in business education, health occupations, office occupations, experienced in proposal development for federal and state-funded projects
10. S. Oliver Rephann	Assistant Area Director	II	English, innovative administrator, liaison with other area level personnel
11. Ruth Dudderar	Assistant Superintendent-Instructional Programs	C.O.	ex-officio member of committee responsible for all committees working on various parts of the new graduation requirements
12. Senior high school students			A number of high school students chosen from various schools will be participants in committee deliberations at various stages, expecially field testing and evaluation.
13. Parents			Parents in various high school areas were chosen to offer input, react to proposals, participate in evaluation of model.

Additional Personnel - Alternative Credit Program Committee

Name	Title/Position	Area	Background/Expertise
1. John Hebb	Coordinator, Cooperative Work Experience Programs	C.O.	responsible for development of procedures of established work study programs in vocational education, experienced in development of school/community projects
2. Robert Jervis	Coordinator, Career Education	C.O.	responsible for County career education programs, experienced in writing proposals for federally-funded projects, extensive contacts in the business community
3. Eva Pumphrey	Director of Curriculum	C.O.	responsible for all curriculum development projects in the system, extensive contacts with instructional personnel in other systems
4. Dennis Younger	Coordinator, Curriculum Development	C.O.	responsible for curriculum development in the system, serving as liaison between system and County government on development of an internship project for high schools

Committee Meetings

The ACP Committee agreed to regular monthly meetings for scheduling convenience. A schedule of meeting dates chosen is shown below:

Friday, November, 1975
Thursday, December 4, 1975
Thursday, January 8, 1976
Monday, February 2, 1976
Wednesday, March 3, 1976
Thursday, April 8, 1976
Thursday, May 4, 1976

Time Line for Committee Work

A tentative time line for committee work was agreed to at the first meeting. The schedule presented below provides for research, development, testing, preparation of a model, presentation for approval, and implementation plans for the policies, procedures, and guidelines for alternative credit programs.

October, 1975	Initial session. Review of document on new graduation requirements. Consideration of possible models presently used in Anne Arundel County. Begin research effort and preparation of working bibliography.
November, 1975	Development of philosophy and objectives for ACP model. Begin draft of procedures and guidelines.
December, 1975	Continue work on draft. Solicit reactions from principals, counselors, teachers.
January, 1976	Prepare second draft of guidelines, procedures, and model. Involve lay groups for reactions and suggestions.

February, 1976	Prepare draft for presentation to Superintendent's Council. Begin field testing.
March, 1976	Revise draft as required. Prepare preliminary report for presentation to Board of Education.
April, 1976	Prepare report for Board for action.
May, 1976	Prepare final report for implementation. Develop implementation strategy.

Dissemination of Information

The author assumed the responsibility for preparing minutes or summaries of all committee meetings for dissemination to all members. To be included were summaries of committee action, individual assignments, and procedural information such as the date and place of future meetings. Copies of all meeting summaries were written and distributed to committee members and appropriate personnel in the Department of Instruction. Copies of summaries for all Alternative Credit Program Committee meetings are included in Appendix item F on page 73.

Research Activities

The committee determined that a three-phased research effort would be carried out during the developmental stages of the project. It was intended that these activities would provide appropriate background data on comparable alternative learning experiences, information on development and implementation of alternative

models, and resources which would help the committee in the development and evaluation of a project model.

The three sources of this background and resource data and the methods of collecting it are described in the following sections:

1. information about comparable models and developmental systems found in printed materials
2. information from personnel within the system or in other systems who have knowledge or expertise about alternative learning experiences
3. information about comparable models or programs in the Anne Arundel County school system and in comparable systems.

Information from Printed Materials

The author worked through the Coordinator of Media Services for the County to develop a working list of publications such as periodicals, books, or other documents related to the project. A search of the Current Index to Journals in Education (CIJE) and Educational Resources Information Center (ERIC) collections was made. The annotated computer printout of publications and journals was edited by the author to yield information about viable models, developmental plans, and implementation strategies. This source located several relevant publications for the project. Copies of these documents were obtained from the Media Department's microfilm files or from other publishers and were made available to the committee. The documents used are cited in the bibliography.

Information from Personnel

It was determined that personnel within the system had extensive background or expertise with alternative learning experience programs and could serve as a valuable resource for the committee. Several individuals within the central office were identified as having expertise which could be beneficial to the Alternative Credit Program Committee. These individuals were asked to serve in a consulting capacity to the committee. The individuals and their job titles are listed below:

John Hebb, Coordinator, Cooperative Work Experience Programs
Robert Jervis, Coordinator of Career Education
Eva Pumphrey, Director of Curriculum
Dr. Dennis Younger, Coordinator of Curriculum Development

The background and expertise of these individuals chosen to supplement the original Alternative Credit Program Committee have been cited previously in Chart 1 on page 15. The knowledge and assistance contributed by these individuals was particularly helpful to the work of the committee.

Secondary school principals were viewed as a valuable potential source of information for the committee's work. A letter explaining the objectives and purpose of the Alternative Program Committee and a response sheet were sent to the principals of the junior and senior high schools in December, 1975. The letter briefly explained the constraints imposed by the new

graduation requirements, recognized that some schools may have already developed procedures for similar programs, and requested that principals give input or assist with reviewing materials prepared by the committee during the project's developmental stages. The response/check sheet attached to the letter afforded the principals the opportunity to respond quickly. A sample of the letter to secondary principals and the response sheet are included as Appendix item G on pages 89 and 90.

Responses to the letter were favorable. Nine secondary principals returned the response/check sheets which provided the committee with additional information about several similar programs currently in use in County schools. Those schools which indicated they had developed a type of alternative program received further personal contact by individual committee members who secured written documents and/or verbal information about these projects. Seven principals agreed to participate in a formative evaluation of materials developed by the committee. Six of these principals volunteered to participate in field testing of the model when it had been completed by the committee.

Personnel other than these were considered as potential contributors of information. Individual members of the committee were given the task of contacting colleagues who may have expertise or knowledge about alternative learning programs. Two members of

the committee were able to secure additional information relevant to the project. Mr. Earl Wellemeyer, Coordinator of English, made personal contacts with his counterparts in other county school systems to inquire about comparable programs which could be examined. Mr. John Hutchins, counselor, made a presentation which described the purpose of alternative credit programs at a County-wide meeting of secondary counselors. The reactions of the counselor group were summarized in a letter from Mr. Hutchins. This input was used to develop the role definition of participant's portion of the final document. A copy of this letter is included as Appendix item H on page 91.

Information about Comparable Models

One senior high school in the County had developed procedures for a type of alternative program. The Pre-Professional Internship Program (P.I.P.) proposal developed at Annapolis High School had been approved by the Board of Education for implementation on a trial basis during the school year, 1975-1976. The materials developed for the P.I.P. model were made available to the committee. Many of the ideas, procedures, and strategies used in the P.I.P. project were considered and integrated into the final report of the ACP Committee.

Anne Arundel County schools had an established vocational education program which included work-study options in stenographic, clerical, retail sales, health occupations, and data processing areas. The curriculum guides for these existing programs were examined by the committee and yielded information on the development of performance objectives, responsibilities of participants in work-study programs, development of community resources, insurance requirements, child labor laws, and the evaluation of student performance in off-campus programs. The similarities between many aspects of the vocational education program and the model being developed for alternative credit programs-experiences outside school was readily apparent. The committee was able to incorporate some of the philosophies, procedures, and processes currently in use into the model developed for alternative credit programs.

Development of Philosophy and Objectives

The revised Maryland graduation requirements and local school policies placed constraints on the committee as the task of developing philosophy and objectives began. At the initial meeting the committee considered these and identified the most significant ones to be considered when preparing the final philosophy and objectives statements. These constraints included:

- Experiences outside of school can be counted for credit if part of a planned, integrated program and the experience is approved and supervised by the local school system.

- Alternative credit programs will be outside existing vocational education programs.
- Experiences outside school must be cooperatively planned by the student, the school, and the community sponsor.
- Alternative credit programs must relate to County-approved goals of education.
- Alternative credit programs will earn elective credit and be in addition to the twelve required academic credits.
- Alternative credit programs should be coordinated by a member of the school staff.
- Alternative programs are for credit only--no pay so as not to infringe on existing vocational education programs.

The committee used these items as the basis for further discussion in two subsequent meetings and developed a philosophy statement, goals for the Alternative Credit Program Committee, objectives for alternative credit programs, and guiding principles for alternative credit programs. These four separate items were written to provide principals, counselors, and teachers with an understanding of the purpose, the requirements, and the intent of alternative credit programs-experiences outside school. A copy of the philosophy, goals, objectives, and guiding principles is contained in the final report of the committee which is included as Appendix item L on pages 100 to 102.

Integration Into Existing High School Curriculum

The committee was cognizant of the need to insure that alternative learning experiences would be an integral part of an individual student's overall plan for completing high school graduation requirements as well as relating to one or more disciplines. The development of the guiding principles section of the document stressed several and was predicated on several important ideas as shown below:

- Alternative credit programs must provide a sound educational experience that is consistent with County goals of education and with the goals and objectives of those disciplines to which they are related.
- Alternative credit programs should be part of a planned basic program.
- Alternative credit experiences may originate with a student, a teacher, or a community resource. Acceptance of an alternative experience for credit must be contingent upon prior planning and approval involving the student, the school, and the community (resource) sponsor.
- The cooperative planning and approval shall include consideration of the establishment of performance objectives for the student project, specific learning activities in which the student will engage, and the basis on which a student will be evaluated at the completion of the project.

Flow Chart for Alternative Credit Programs

The committee's next task was the development of the sequence of activities--the blueprint--for alternative credit experiences which would specify the order in which steps should logically

occur, the individuals to be involved at each phase, and the activity which could be expected to take place at each stage. The committee determined that the sequence would include three phases, and the activities which could be expected to take place at each stage. The committee determined that the sequence would include three phases--planning, implementation, and evaluation. Sub-phases under each of these three major areas would serve to define the steps in the alternative credit program sequence. A description of the stages appear in Chart 2 below. It was intended that the flow chart listing the sequence of activities for alternative experiences would be made available and followed by all persons involved with this program. The committee determined that this sequence met the constraints imposed by the new graduation requirements cited earlier, closely paralleled the format followed by established vocational programs, provided users with a plan for all individuals involved, and guaranteed a degree of uniformity in all senior high schools without restricting the flexibility which was seen as essential for alternative programs.

Role Definition for Participants

Several individuals were identified by the committee as being instrumental to the success of an alternative credit experience. The committee defined the responsibilities of these individuals and included the role specifications in the report to clarify them for

CHART 2

FLOW CHART
ALTERNATIVE CREDIT PROGRAMS

ITEM	PERSONS INVOLVED	ACTION
A. PLANNING		
Phase I		
Idea	Student, teacher, teacher sponsor, counselor, community sponsor, as an outgrowth of a class, as an extension of a vocational or avocational interest.	Preliminary discussion of idea with teacher, counselor, parent, community sponsor, or other sources.
Development	Student, teacher, teacher sponsor, community sponsor, counselor	Further discussion of idea with teacher, community sponsor, teacher sponsor to determine feasibility of idea
Proposal	Student, teacher, principal, counselor, parent, teacher sponsor, community sponsor, counselor	Further refine idea or project. Complete Phase I, Preliminary Plan Sheet, and submit for approval.
Phase II		
Specific tasks	Student, teacher sponsor, community sponsor, counselor	Establish the specific tasks to be completed during the project including the level of performance expected.
Activities	Student, teacher sponsor, community sponsor	List the specific activities and approximate time for each activity. Submit Phase II, Program Plan Sheet to principal.
Approval/Credit Determination	Student, teacher sponsor, community sponsor, principal	Principal will review Phase II, Program Plan Sheet, suggest changes for project, determine the number of credits which may be earned, grant approval to proceed.

ITEM	PERSONS INVOLVED	ACTION
B. IMPLEMENTATION		
On-site orientation	Student, teacher sponsor, community sponsor	Review roles of persons involved, operating procedures, restrictions; establish procedures for teacher sponsor supervision.
Teacher sponsor supervision	Teacher sponsor	Supervises student; coordinates project with community sponsor; helps resolve project-related problems; serves as liaison between school, student, and community.
Progress checks	Teacher sponsor, student, community sponsor	Teacher sponsor provides regular and periodic supervision of project, helps to keep student "on schedule," aids in resolution of project-related problems and provides student with interim evaluation.
C. EVALUATION	Student, teacher ponsor, community sponsor, principal	Project sponsor and teacher sponsor will evaluate student's performance (satisfactory/unsatisfactory) and provide a written evaluation. Final evaluation discussed by teacher sponsor and community sponsor. Principal reviews evaluation, grants credit, and prepares transcript for student files.

persons involved. These key individuals and their responsibilities are detailed in the following section. This represents much of the deliberation by the committee. An abbreviated form of the role definitions was included in the document disseminated for use by the schools.

> The Student is the individual to receive direct benefit from participation in the alternative experience not available within the regular school curriculum. The student's decision to elect to participate in an alternative experience could stem from a special interest, either vocational or avocational, an individual need not possible to meet through traditional curricular channels, or a challenge posed as an outgrowth of his regular course work. The student's responsibilities would include an initial proposal for an alternative credit experience, preliminary discussion with a teacher, a community resource, the development of a tentative plan for consideration, participation in the structuring of specific performance objectives and activities, the performance of these alternative learning activities, and the completion of the required logs, reports, or projects on which the success of the project would be based.
>
> The Teacher Sponsor is probably the first individual with whom the student participant will discuss the proposed project. The committee chose the title Teacher Sponsor because it reflected the possible dual role that this individual could fill in alternative learning experiences. The teacher could be the originator of an idea which would be further developed by the student. In this capacity the teacher would function as advisor and facilitator for the student during the planning, implementation, and evaluation stages.
>
> The teacher could also serve a coordinator function for projects suggested by the student or community resource. In this capacity the teacher would be the liaison between the school and the community resource. He would work with the community resource in the development of performance objectives, help design meaningful learning activities, offer on-site supervision on behalf of the school, participate in evaluation of student performance, and aid in the resolution of problems which may occur.

The Counselor should be involved in alternative experiences to insure that the student participant has the potential for completing these individualized programs and that the suggested activity is related to the student's total planned program for completing graduation requirements. The counselor can also help publicize alternative credit programs to students and can advise parents on the nature and intent of these programs.

The Project Sponsor is the individual who agrees to undertake the major responsibility for providing the student with educational experiences not available to him in the regular school setting. The project sponsor should be willing to make a commitment of time, talent, and resources to help a student gain this knowledge. The project sponsor, working with the student and the teacher sponsor, would participate in the development of the project during the planning phase, help develop the performance objectives, provide the necessary learning experiences, and perform an evaluation of student performance based on the procedures established for alternative credit programs.

The Principal must approve student participation in alternative credit programs based on an assessment of student capability, the nature of the project proposal, and the relationship to existing goals of education. The high school principal has the overall responsibility for making information about these optional experiences available to all concerned, for making the logistical arrangements such as schedule adjustments, determination of credit to be earned, arrange for compensatory time for teacher sponsors, and certify completed projects for credit.

The Parent must grant approval for the student to participate in these off-campus experiences. Parents should be informed about the student proposal, become aware of the students' responsibilities in the project, and offer aid and counsel to the student.

Earning Credit by Alternative Programs

The committee carefully reviewed the new graduation requirements for alternative programs. The graduation requirements document defined a unit of credit as

> the satisfactory completion of course work and the number of hours of instruction scheduled by the school. The time (clock hours) requirements for earning units of credit are based on a school year of 36 weeks; however, these time requirements are applicable to various flexible school year organizations.
>
> | | |
> |---|---|
> | 1 credit | 132 clock hours |
> | ½ credit | 66 clock hours |
> | 1/3 credit | 44 clock hours |
> | ¼ credit | 33 clock hours[4] |

The committee determined that alternative experiences should follow the requirements for traditional programs for earning graduation credit. The committee proposed the student projects be equated to the clock hours requirement mandated by the State Department of Education. This meant that a student project involving an estimated 66 clock hours to complete satisfactorily could earn a half credit. The earning of credit in the work study portion of vocational education programs had, for many years, been related to established clock hours requirements. This arrangement had proven satisfactory and efficient in these programs and offered the advantage of already being an accepted procedure in schools. The decision to relate the

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[4]Graduation Requirements for Public High Schools in Maryland, p. 9.

earning of credit by alternative means was based, then, on constraints imposed by the new graduation requirements and accepted satisfactory procedures in existing programs.

The flexible nature of alternative credit programs required a decision whether or not credits earned would or should be assigned to a specific academic discipline. The committee considered several factors.

- Alternative credit programs will provide for elective credit but will not replace the basic requirements for graduation.
- Alternative credit experiences could be related to one or several disciplines.
- The flexibility intended for alternative credit programs would be enhanced if not tied to a specific subject when awarding credit.
- The method of showing credit earned by alternative means on a student transcript may require clarification when reviewed by employers or college admissions officers.

The question for the committee was both philosophical and procedural. It was decided that the multi-disciplinary nature and the flexibility intended for alternative credit programs would be best served if credits earned were not required to be related to a specific discipline. The problem of conveying student accomplishment via the transcript was resolved when the committee developed forms to be used when evaluating student projects. It was recommended that documentation of the project, a description of objectives

and learning activities, and the final evaluation of the student's work be made part of the permanent record and transmitted to legitimate users as part of the total school record. The development of these evaluative forms will be discussed in the next section.

Forms Developed for Alternative Credit Programs

It was the committee's intent to standardize procedures for alternative credit programs from school to school without sacrificing the flexibility and individualization intended by the revised graduation. The goals, objectives, and guiding principles previously developed and the state-mandated requirement that experiences outside school be approved and supervised by the local school placed additional constraints on the committee. The Flow Chart discussed in a previous section showed that the sequence of alternative credit experience would be accomplished in three stages: planning, implementation, and evaluation. The committee developed several forms for alternative credit participants. Samples of these forms and an explanation of each is given in the following section.

Phase I: Preliminary Plan Sheet - This is the sheet prepared by the student for submission to the high school principal. On this sheet the student describes briefly the experience being considered. This sheet reflects the student's initial thinking and

project design and shows approval of parent and teacher sponsor. The sheet is reviewed by the principal who determines the proposal's worth. The principal's assessment of the proposal may include a conference with the student or sponsor. Approval of the Phase I: Preliminary Plan by the principal permits the student to proceed to Phase II. Chart 3 illustrates the Phase I: Preliminary Plan Sheet.

Phase II: Program Plan - Following tentative approval for the project, the student, the teacher sponsor, and the community sponsor further develop the proposal. The Program Plan lists the specific objectives for the student, the learning activities to be performed, the student's reason for wanting to attempt the project, the specific times the student will be involved with project activities, and other descriptive data. Both the teacher sponsor and the community sponsor are asked to make a commitment of involvement to the student's project. The completed Phase II: Program Plan then goes to the principal for final approval. It is at this stage that the principal determines that the project as proposed is part of a planned program for earning graduation credit, is consistent with school and system goals of education, and offers the student an educational experience not available through regular curricular program at the school. The number of credits to be earned by the project is also determined by the principal and recorded on the Program Plan sheet.

IX. A.C.P. FORMS

Anne Arundel County Public Schools
Alternative Credit Program: Request
(Non-Paid Experiences Outside of School)

Phase I: Preliminary Plan

The requested program will take place

_____in school

_____out of school (Location:_____)

School Year 19_____

Time: _____Fall Semester

_____Spring Semester

Description: Explain briefly what you would like to do during your community experience.

_____

_____

_____

_____

_____

Submitted by:

Name_____

School_____

Class or grade_____

Date_____

Approved:

_____, Parent

Date_____

_____, Teacher/Sponsor

Date_____

Principal _____Approval (Proceed to Phase II) ____Not Approved

_____Date_____

Comments:_____

When a student project has been completed and credit awarded, this fact is noted on the Program Plan sheet and made part of the student's permanent academic record. The committee recognized that the individualized nature of alternative credit experiences may not be fully explained to prospective employers or college admissions officers if existing transcript procedures were followed. The more detailed Program Plan sheet explaining the student's participation in an individualized program would be more meaningful to transcript users than the more conventional student record notations in use in Anne Arundel County. A sample of the Phase II: Program Plan sheet is shown in Chart 4.

Evaluation Sheets - The committee reviewed and considered data and input from three sources as the basis for evaluative procedures for alternative credit programs. The procedures, philosophy, and evaluation forms used in established vocational education work study programs offered information and form models which were used initially by the committee. Evaluation techniques tested in the Pre-Professional Internship Program yielded valuable data and form models. Input from several community sponsors who participated in field testing served as formative evaluation when the committee developed the evaluative forms adapted in the final model.

Using the philosophy adopted for alternative credit programs and requirements imposed by the revised graduation standards, the

Anne Arundel County Public Schools
Alternative Credit Program Request
(Non-Paid Experiences Outside of School)

Phase II: Program Plan

Location: School_____ Out of School (Location_____)

Time: _____Fall Semester
School Year 19_____ _____Spring Semester
Hours Per Week_____
Project Sponsor_____
Teacher Sponsor_____

General Description

Type of work to be done:

Specific tasks to be performed:

Reason for interest in work of this type:

I agree to serve as Community Sponsor for this program, and to provide all experience and instruction noted herein. (A separate page detailing the kinds of experiences and/or specific responsibilities may be attached.)

_____
Project Sponsor

I agree to keep all established schedules and perform all tasks to the best of my ability.

_____
Student

I agree to serve as Teacher Sponsor for the above project.

_____
Teacher Sponsor

Approved:

_____, Principal

Date:_____

Number of credits to be earned_____

(TO BE COMPLETED BY SCHOOL)

This certifies that _____has satisfactorily completed the Alternative Credit Program Plan as detailed and has been awarded _____credit(s).

APPROVED:

_____, Principal

Date:_____

cc: Student, Student File

committee prepared an operating philosophy for evaluation strategies. The major factors considered included:

- Evaluation would be based on student accomplishment measured against the performance objectives previously agreed upon by the student, the community sponsor, and the school.
- A satisfactory-unsatisfactory grading scheme would be most consistent with the philosophy and intent of alternative credit programs.
- Determination of a final grade should be a mutual effort involving the community sponsor and the teacher sponsor.
- The final grade should take into account both subjective and objective factors.

These criteria were considered when designing evaluative forms used during the field testing stage. Input from community sponsors during this phase resulted in revisions to the forms to include consideration of such factors as personal development characteristics and a sponsor's comments section. The latter section permitted the community sponsor to make written comments on a student's observed strengths or weaknesses and any suggestions for overall improvement.

The evaluation sheets adapted for the final model are shown in Chart 5 on page . Evaluation sheets would be completed jointly by the teacher sponsor and the community in duplicate and returned to the school principal who would prepare the final certification and place this information in the student record.

Anne Arundel County Public Schools
Alternative Credit Program
(Non-Paid Experiences Outside of School)
EVALUATION SHEET

Student's Name _____
School _____
Teacher Sponsor _____
Project Sponsor _____

SPECIFIC TASKS	Attained Proficiency Yes	No

PERSONAL DEVELOPMENT	Highest 1	2	3	4	5	6	Lowest 7
1. Punctuality							
2. Personal appearance							
3. Health and hygiene habits							
4. Dependability							
5. Works well alone							
6. Works well with peers							
7. Follows directions							
8. Accepts criticism							
9. General attitude							
10. Safety practices							

(Please complete comments section on next page.)

COMMENTS: (Please comment on participant's strengths and weaknesses observed, and recommendations for improvement or change.)

_____ Date _____
Project Sponsor

_____ Date _____
Teacher Sponsor

(Return completed Evaluation Sheet to Principal)

CHAPTER III

EVALUATION, APPROVAL, AND IMPLEMENTATION

Evaluation

As the project neared the final stages, the committee considered a strategy for evaluating and field testing the model and procedures before preparation of the final report. The evaluation proposal included three components: formative evaluation by potential participants in alternative credit projects, field testing of the model and procedures in simulated situations in selected senior high schools, and continuous evaluation of the guidelines and procedures after adoption and implementation. The strategies employed in each of the components is explained in the following sections.

Formative Evaluation

A working draft of the model including philosophy objectives, flow chart, participants' roles, forms, and evaluation techniques was prepared. This tentative model and procedures were reviewed and critiqued by the entire alternative credit program committee. Revisions and modifications were made to the package to insure that it complied with the requirements of the new graduation standards, conformed to school system goals for education, and offered a format which could be used by all persons who would be involved with alternative credit programs. The evaluation at

this stage resulted in changes to wording to improve clarity, improvement of forms to be used, closer specification of participantroles, and changes to evaluative measures to be used to assess student performance.

Potential participants in alternative credit experiences were involved in the second phase of formative evaluation. The committee proposed that the revised model and procedure resulting from the first evaluation be reviewed and evaluated by participants in several senior high schools. The principals serving as members of the committee were given the responsibility for coordinating this evaluation effort in their respective schools. The rationale for this decision included the following factors.

- Membership of the principals on the committee would expedite communications because of their familiarity with development of the alternative credit program model and procedures.
- The three high schools involved represented three of the four separate sub-areas of the school system and would provide a cross-sectional representation of the total school system.
- Each of the high schools served communities and student populations with different demographic and ethnic characteristics.
- One school (Annapolis High School) had a similar program in operation and the suggested model and procedures could be reviewed by personnel with some previous experience with alternative learning systems.

Copies of the model and procedures were duplicated and made available to the three principals responsible for the evaluation.

The committee drafted recommendations for the principals to use to insure that there would be continuity in the evaluation process in the three schools involved. These recommendations included the following items:

1. Principals in the three schools were to select a group representing potential participants in alternative programs to include students, teachers, parents, counselors, and community sponsors.

2. Copies of the proposed model and guidelines were to be distributed by the principal to the select group. One or more sessions were to be held at which time the materials were to be reviewed and explained by the principal.

3. The alternative credit program committee was to be available to the three schools on a consultant basis if requested.

4. Participants were to be asked to react to the materials and provide criticism and suggestions to improve the product.

5. Participants were asked to complete a printed response sheet which dealt with each of the major sections of the proposed model and guidelines. The response sheet consisted of a 1 to 5 rating scale for each questions and a section where the participant could write in additional comments and suggestions.

6. Input from the response sheets and comments or suggestions would be considered by the committee when making final revisions to the project report.

A copy of the response sheet used for the formative evaluation is included as Appendix I on page 92.

During May, 1976, the review by potential participants was conducted at Andover High School by Oliver Wittig, principal; at Annapolis High School by Richard Ensor, principal; and at Northeast High School by Craig Lundberg, principal.

Copies of the draft materials were also sent to the principals of the six other senior high schools in the County. A cover letter explained the model and guidelines and requested that each principal review the major sections of the model and offer constructive criticism to improve the final draft. The principals were also asked to complete the response sheet discussed earlier and to return this to the committee.

The response sheets from the school review groups and from the principals were returned for tabulation. The author prepared a summary of the response sheets and suggestions and made this information available to the committee. The data from this formative evaluation were used by the committee to make further revisions to the model and guidelines.

A summary and analysis of the response sheets submitted by the school-based reviewers and from the senior high principals is shown in the following section.

Respondents by School and Category

School	Student	Parent	Teacher	Administrator	Counselor	Community Sponsor
Andover	4	3	3	-	1	1
Annapolis	5	2	4	-	1	1
Northeast	5	2	3	-	1	-
Other	-	-	-	5	-	-
TOTAL	14	7	10	5	3	2 = 41

1. OBJECTIVES: The objectives explain the intent and purpose of alternative credit programs.

Vaguely	1	2	3	4	5	Clearly
Number	-	3	10	20	8	
Percent	-	7.0	24.5	49.0	19.5	

Analysis: 68.5% responding rated alternative credit program objectives in the 4-5 range on a five-point Vague-Clear scale.

Conclusions: Objectives clearly state the purpose of alternative credit programs. Majority of participants had little difficulty interpreting the program objectives.

Respondents' Comments or Suggestions: None

2. FLOW CHART: The sequence of activities in the flow chart is:

Logical	1	2	3	4	5	Confusing
Number	12	14	8	6	1	
Percent	29.0	34.0	20.0	15.0	2.0	

Analysis: 63% responding rated the sequence of activities in the flow chart in the 1-2 range on a five-point Logical-Confusing scale.

Conclusion: About 2/3 of respondents agreed with the suggested sequence of activities. 1/3 of the responses indicated some confusion concerning this sequence.

Respondents' Comments or Suggestions: Someone will need to help (community) sponsor to develop point at which "unsatisfactory" will be given. (Community) sponsor must develop points upon which students will be evaluated.

3. ROLE DEFINITION: Roles for participants explained:

Vaguely	1	2	3	4	5	Completely
Number	2	5	12	14	8	
Percent	5.0	12.0	29.0	34.0	20.0	

Analysis: 83% responding rated the definition of roles section in the 4-5 range on a five-point Vaguely-Completely scale.

Conclusions: Specific roles for all participants in alternative credit programs have been clearly defined. Some participants had questions about the responsibilities.

Respondents' Comments or Suggestions: Role of principal needs clarifying, get more parent involvement during development, students may have trouble coming up with original ideas.

4. ACP FORMS: The ACP forms are:

Understandable	1	2	3	4	5	Complex
Number	22	12	4	2	1	
Percent	54.0	29.0	10.0	5.0	2.0	

Analysis: 83% responding rated the ACP forms in the 1-2 range on a five-point Understandable-Complex scale.

Conclusions: Forms designed for use in alternative credit programs were understandable, logical, and useable.

Respondents' Comments/Suggestions: Forms were logical and easy to use.

5. EVALUATION: The criteria for evaluating student performance are:

Fair/Equitable	1	2	3	4	5	Rigid/Unfair
Number	18	12	7	4	-	
Percent	44.0	29.0	17.0	10.0	-	

Analysis: 73% responding rated the evaluation criteria in the 1-2 range on a five-point Fair/Equitable-Rigid/Unfair scale. Only 10% responding expressed any concern about the criteria or evaluative procedures.

Conclusions: The evaluative procedures and forms provided a systematic method for evaluating student performance from the development of performance objectives to the final evaluation.

Respondents' Comments/Suggestions: Students should be required to keep a daily log of experiences or activities. Need to be sure all involved agree on what "Satisfactory" and "Unsatisfactory" mean. Try to do this early in the project. Student should do weekly self-evaluation with (teacher) sponsor.

Field Testing

Field testing of the alternative credit model and procedures under simulated conditions was done at two school sites, Andover High School and Annapolis High School, during the period, April-June, 1976. These schools were chosen because of the principals' membership on the ACP Committee, their familiarity with the test materials, and the presence of students either involved in or familiar with alternative learning programs. At Andover a junior student was participating in an internship experience with a local newspaper. This experience had been arranged by the journalism teacher with the approval of the principal and began about March, 1976. The nature of the internship made it easily adaptable to the ACP model and guidelines. At Annapolis High School, the Pre-Professional Internship Program had been implemented on a trial basis during the second half of the 1975-1976 school year.

Two students in the PIP project participated in the field testing.

The field test strategy at the two school sites consisted of several items which are explained in detail in the following sections.

- The participants (students, teacher sponsors, administrators, counselors, parents, and community sponsors) were familiarized with the proposed ACP model and guidelines. One or more meetings between participants and the principal were held at the schools to explain the major sections of the model, the flow chart, the role of participants, the forms, and the evaluation procedures.

- The Phase I Preliminary Plan sheet, the Phase II Program Plan sheet, and the evaluation forms were used by the students and other participants. These forms were completed as prescribed by the ACP model and carried through the regular channels as required by the guidelines. Copies of the Phase I and Phase II forms were retained by each participant.

- The development of performance objectives was stressed during Phase II. This emphasis was necessary because the objectives would be the basis for the assessment of student performance at the completion of the internship or off-campus experience.

- Participants were asked and expected to function according to the roles specified in the ACP model.

- The teacher would assume the additional responsibility of serving as monitor for the ACP testing "in the field." Input which could be used to make revisions to the model or the process which resulted off-campus were noted by the teacher sponsor and discussed with the principal at twice monthly sessions.

- The principal was expected to maintain communication channels with participants to answer questions, interpret materials, and aid in the resolution of any problems related to the ACP model or program. The principal also had

the responsibility for collecting input from the participants and channeling this to the ACP committee at regular meetings.

The two field test sites involved one student in a newspaper internship and two students in a pre-professional internship, one in law and one in medicine. Two teacher sponsors and three community sponsors were involved during the field testing. Parents of the student participants were oriented initially and were involved during the program planning phase.

The field testing under simulated conditions permitted participants to function in roles prescribed by the ACP model, provided a test of the flow chart for the sequence of activities, allowed participants to use all forms developed for use, gave teacher sponsors, community sponsors, students, and school personnel a controlled situation in which to use the evaluation strategies and forms, and permitted all participants to experience and react to the mechanical procedures established by the ACP Committee.

The data resulting from the field testing was reported by the two coordinating principals to the fall committee during and at the completion of field testing. Input at this stage was used by the committee to make modification to the model and process in the flow chart, role definition, use of Phase I and Phase II forms, and the evaluation strategies. These changes were incorporated into the final report. The most significant result of the field

testing was in the revisions to the evaluation strategies for assessing student performance. The committee's original plan called for the assignment of a letter grade to a completed student project. This scheme would have conformed to the existing grading philosophy for Anne Arundel County schools. As a result of responses from participants during the formative evaluation, consideration of present practices in vocational education, and an overwhelming response from teacher sponsors and community sponsors, the evaluation strategies were modified considerably. The adaption of the evaluation procedures which permitted those responsible for evaluation to report performance on a pass-fail basis rather than the assignment of letter grades came as a result, primarily, of the experience during the field testing. The evaluation scheme finally proposed included the following components:

- Student projects will be judged on the basis of the performance objectives developed during Phase II. The teacher sponsor and community sponsor will cooperatively determine whether a student has met these objectives and assign a pass-fail grade for each objective.
- The community sponsor will rate the student on a series of personal development traits on a scale of 1 to 7, highest to lowest. These traits were adapted from evaluation practices presently used in the vocational education work study programs.
- The community sponsor will provide additional written comments of a student participant's strengths and weaknesses.

- All forms used for student evaluation will be completed, returned to the principal, and made part of the student's cumulative record. The official transcript will contain an approved county course code, X200-00, Internship Program.

The field testing under simulated conditions resulted in both minor and major changes in the ACP model and procedures. These changes were made to the final document presented for approval by the Board of Education.

Continuous Evaluation

To insure that the Alternative Credit Program continues as a viable option for students, the committee proposed that the following continuous evaluation procedures be established.

A. The Alternative Credit Program will be under the auspices of the Assistant Superintendent-Instructional Programs. This individual and a nucleus of members from the ACP Committee will serve as an evaluation committee.

B. An evaluation of the ACP model, policies, procedures, and guidelines will be conducted at the end of the first full year of implementation and periodically thereafter. Modifications to the model and to related procedures will be made as indicated by the evaluation.

C. Strategies for the continuous evaluation of the Alternative Credit Program will include but not be limited to: written surveys

from student participants, written surveys from teacher sponsors and community sponsors, written evaluations from teacher sponsors, community sponsors, students, parents, and school personnel, and other evaluative techniques suggested by the Coordinator of Research which will yield appropriate empirical data.

The recommendations for continuous evaluation were made part of the final report and were accepted by the Board of Education.

Approval

The approval of the final report and recommendations of the Alternative Credit Program Committee was in three stages, acceptance by the Department of Instruction, approval by the Superintendent's Council, and final acceptance and approval for implementation by the Board of Education. Each of these stages of approval is explained in detail in the following sections.

Department of Instruction

Several key members of the Department of Instruction, the Assistant Superintendent-Instructional Programs, the Director of Curriculum, and the Coordinator of Curriculum Development were members of the ACP Committee and had authority to approve the recommendations at the developmental and final stages. The presence of these individuals on the ACP Committee facilitated the work of the group and gave approval of the model and procedures at this level. Specific suggestions were offered to

prepare the report for the Superintendent's Council, the next level of approval needed.

Superintendent's Council

Heads of all major departments in the school system serve on this advisory group to the Superintendent. All items being readied for Board consideration are first acted on by the Council which functions as a professional board of education. The report of the Alternative Credit Program Committee was presented to the Superintendent's Council on March 22, 1976. Members of the ACP Committee presented and explained the model and procedures. The Council accepted the report of the ACP Committee as presented with several recommendations and approved it for presentation to the Board of Education at the May meeting.

The Council's recommendations dealt more with procedural matters rather than the substantive areas of the model and procedures. The Council requested that the ACP Committee investigate and report on the fiscal impact of the Alternative Credit Program on the operating budget, and the question of insurance and liability for participants in Alternative Credit Programs. The Superintendent's Council also recommended a joint presentation by the ACP Committee, the committee evaluating the Pre-Professional Internship Program at Annapolis High School, and the Coordinator

of Curriculum Development who had prepared a proposal for a student internship with the County government. This recommendation was because of the similarities between the three separate proposals or reports.

The author arranged meetings with other central office personnel to discuss the fiscal impact of alternative credit programs and the question of insurance and liability.

The Budget and Fiscal Officer for the school system met with the ACP Committee on March 26, 1976, and received input to be used for making a cost analysis of alternative credit programs. The resulting fiscal impact statement which was included in the presentation to the Board is shown in Appendix J on page 93.

The author met with the system's insurance assistant, a member of the Budget Department, and a representative of the insurance agency which acted as carrier and insurance consultant for the school system. Subsequent meetings of these persons and the Board's legal counsel resulted in the establishment of insurance requirements and liability statements with regard to alternative credit programs. Summaries of the insurance and liability meetings and the resulting decisions affecting alternative credit programs are presented in Appendix item K on pages 94 to 97.

Board of Education

The final report of the Alternative Credit Program Committee with the considerations recommended by the Superintendent's Council were presented to the Anne Arundel Board of Education on May 5, 1976. Also presented was the report of the evaluation of the Annapolis High School Pre-Professional Internship Program and the proposal for a school-approved student internship in County government. The Board received the report from the ACP Committee for information (This is a customary procedure in Anne Arundel County.) but declined action pending further study and consideration of the fiscal impact statement. The ACP Committee was asked to consider an alternative plan which would not require the funding recommended by the ACP Committee since the budget for the 1976-1977 school year had already been developed and was awaiting final action by the County government at the end of May, 1976. The Committee was asked to present the alternative plan at the June meeting of the Board.

The ACP Committee held a special session in May to act on the Board's request. A revised plan for implementation of the alternative credit program utilizing existing personnel rather than additional personnel was developed. This alternate plan and the Committee's recommendations for implementation became an addendum to the original report and was scheduled for presentation to

the Board at the June meeting. The Board requested a delay for the alternative credit report because of a heavy agenda and the final presentation of the ACP Committee was postponed until the July meeting. On July 7, 1976, the Board of Education received the final report of the Alternative Credit Program Committee as amended to include an alternative implementation plan which did not require additional funding. A copy of the report and alternative credit program model with the implementation plan are included as Appendix item L on pages 98 to 115.

The implementation plan proposed by the ACP Committee and accepted by the Board of Education retained the basic characteristics of the original plan except that additional personnel were not requested to perform the functions of the teacher coordinator. The role specifications for teacher coordinator were detailed in VII, B, of the committee report. The alternative implementation plan offer recommended that the principal designate one staff member to assume the overall responsibility for coordinating the alternative credit program in each school. Release from some professional duties, compensatory time, or released time arrangements were suggested as methods for compensating school personnel for the additional responsibilities incurred as a result of involvement with alternative credit programs.

Implementation

The ACP Committee anticipated approval of the model and procedures and design implementation strategies as a section of the final report. These strategies included several components.

1. The Alternative Credit Program model and procedures document, when approved, was to be duplicated for distribution to appropriate personnel in the Anne Arundel Public School System.

2. The Alternative Credit Program Committee should schedule an information meeting with senior high principals before September, 1976, to distribute the document, explain its intent, answer principals' questions about alternative credit programs, and determine ways that the ACP Committee could assist with implementation. A meeting with senior high principals was scheduled and held on August 25, 1976.

3. The dissemination of the ACP document to counselors, teachers, and other school-based personnel was done by the principal of the high school.

4. Program Coordinators and other Central Office personnel received copies of the ACP document with a cover letter explaining the program options and mechanics. See Appendix item M on page 116.

5. Appropriate materials explaining the ACP program will be prepared by the committee for inclusion in such system-wide publications as the Guidance Handbook, Administrative Manual, and Course

Description Book. Members of the committee are presently drafting written materials for inclusion in these documents.

6. A consultant services team of members of the ACP Committee will be available to work with the senior high schools to aid with the implementation of the program during school year 1976-1977. Principals were made aware of the availability of these consultant services at the August 25, 1976, meeting.

These implementation strategies were approved by the Department of Instruction and the Board of Education and were begun immediately after acceptance of the final committee report in July, 1976.

CHAPTER IV

RESULTS AND CONCLUSIONS

In November, 1974, the Maryland State Department of Education adopted new graduation requirements for public high schools which were intended to assure students of a basic education and an individualized and personalized program of courses and activities to earn graduation credit. One provision of the new requirements gave students the option of earning credit through participation in learning experiences outside of school. County school systems were given the responsibility for developing local policies governing the alternative credit programs-experiences outside of school. This practicum was undertaken to provide the high schools with a model, procedures, and guidelines which would insure a measure of consistency in each school while retaining the flexibility intended for such optional learning activities. As summative evaluation for this practicum project, results and conclusions are reported in three categories: acceptance and approval by the Board of Education, the transferability of the model and procedures to other county programs, and the achievement of the practicum objectives.

Acceptance and Approval by the Board of Education

The model, procedures, and guidelines for alternative credit programs were approved initially by the Department of Instruction.

Several key persons representing this department served on the ACP Committee through the developmental and formative evaluation stages. In-house approvals for all aspects of the project were obtained at each step. The Department of Instruction, through the office of the Assistant Superintendent for Instruction, retains responsibility for alternative credit programs by continued involvement with implementation and on-going evaluation.

The Superintendent's Council, the advisory body to the chief school officer, gave input and suggestions to the project during the final stages. The approval of the philosophy, model, and procedures for alternative credit programs by the Council signified acceptance by the professional board of education, subject to final approval by the lay board.

The final report of the Alternative Credit Program Committee was presented to the Board of Education in May, 1976, as an information item. At this session, the Board was supportive of the project and recognized that such alternative programs could expand the educational opportunities for high school students. The Board recommended that a plan of implementation not requiring funding be developed before final action could be taken. On July 7, 1976, the final report was accepted, and approval was given for implementation of the model and procedures for alternative credit programs in the senior high schools in Anne Arundel County, effective September, 1976.

Transferability

Two other alternative learning programs were under development in Anne Arundel County during the development of the ACP model and procedures. One was a program seeking to expand the career education curriculum by increased involvement of the business and professional community in the education process. Experience-Based Career Education, a learning model developed by the Far West Laboratory for Educational Research and Development in San Francisco, California, was used as the basis for an Anne Arundel County project. Several members of the ACP Committee collaborated with the Coordinator of Career Education in the writing of both a request for a federal planning grant and implementation grant for this career education project.

The planning grant request received federal funds which enabled the combined Alternative Credit-Career Education Committee to do further investigation of the EBCE model and program. The committee's purpose was to write a federal proposal seeking federal funding for the implementation of an EBCE project in Anne Arundel County. The proposal cited the County's commitment to career education, recognized the effort of the Alternative Credit Program Committee, and proposed that the model and procedures for alternative credit programs be adopted as the basis of the EBCE program. The proposal for the EBCE project was submitted in June, 1976, and at the time of this

writing, final action on the project request is pending. If approved, the procedures and guidelines for alternative credit programs will be the basis for implementing experience-based career education in the Anne Arundel School System.

A second project developed cooperatively by the Coordinator of Curriculum and the Anne Arundel County government established internships in the various departments of the government for high school seniors. The internship program emphasized both career and special interest possibilities through participation in such departments as community affairs, police, fire, social services, health, road operations, and public utilities. Heads of these departments prepared detailed lists of learning experiences available to students and made possible student involvement in areas of county government not possible in a traditional school setting. At the recommendation of the Coordinator of Curriculum Development the model and procedures for alternative credit programs was incorporated into the proposal to the Superintendent's Council and the Board of Education. The County Government Student Internship Program using the ACP model and procedures was accepted by the Board of Education for implementation in September, 1976. The practicum author, the Coordinator of Curriculum Development, and the Community Affairs Assistant to the County Executive are currently working on strategies for partial implementation during

first semester and full implementation by second semester of the current school year. The internship, which can accommodate approximately 50 high school seniors each semester, will use the model and guidelines established for alternative credit programs.

Practicum Objectives

The achievement of the practicum objectives and the objectives of the Alternative Credit Program Committee is considered as the third portion of the summative evaluation. The practicum proposal listed the following objectives which were met as shown in the summary below.

1. THE ACP COMMITTEE WILL STUDY RELEVANT LITERATURE IN EDUCATIONAL JOURNALS AND REVIEW PRESENT ALTERNATIVE CREDIT PROGRAMS IN THE ANNE ARUNDEL PUBLIC SCHOOLS AND IN COMPARABLE SYSTEMS.

The Committee conducted review of current journals with a computer-assisted search of the Current Index to Journals in Education and Educational Resources Information Center files. Reprints of relevant articles were obtained and summarized for committee use. Publications from the Anne Arundel School System were included in the data used by the committee. Models and procedures for similar alternative learning programs in the County and in comparable school systems were reviewed and incorporated during the project's development stages. The bibliography includes all resources consulted or used for the practicum.

2. THE COMMITTEE WILL DEVELOP PROPOSED GUIDELINES, PROCEDURES, AND POLICIES APPLICABLE TO ALTERNATIVE CREDIT PROGRAMS.

The committee used data gathered during the research phase, concepts gotten from existing programs, input from the broad-based committee, formative evaluation data obtained from prospective participants, and suggestions from the Department of Instruction, the Superintendent's Council, and the Board of Education in the development of operational policies, procedures, and guidelines to govern alternative credit programs.

3. THE COMMITTEE WILL FIELD TEST THESE GUIDELINES, PROCEDURES, AND POLICIES IN SELECTED SENIOR HIGH SCHOOLS IN ANNE ARUNDEL COUNTY AND MAKE REVISIONS TO THE PACKAGE BASED ON FIELD TEST RESULTS.

A detailed account of the formative evaluation and field testing appears in preceeding sections. The committee sought formative evaluation from potential participants during development of the model and procedures. Field testing of the package in two high schools yielded data which indicated that the proposed model and procedures were consistent with the new Maryland requirements for graduation, conformed to existing system goals and objectives, and provided participants with a viable model for earning graduation credit by alternative means.

4. THE COMMITTEE WILL PRESENT THE PROPOSED POLICIES, PROCEDURES, AND GUIDELINES TO THE DEPARTMENT OF INSTRUCTION, THE SUPERINTENDENT'S COUNCIL, AND THE BOARD OF EDUCATION FOR APPROVAL AND ADOPTION.

The report of the Alternative Credit Program Committee was initially approved by the Department of Instruction at the end of the development stage, approved with recommendation by the Superintendent's Council on March 22, 1976. Final approval by the Anne Arundel County Board of Education was granted on July 7, 1976, and the model, procedures, and guidelines were prepared for implementation in the senior high schools effective September, 1976.

5. THE COMMITTEE WILL DESIGN AND EXECUTE A STRATEGY FOR IMPLEMENTATION OF THE POLICIES, PROCEDURES, AND GUIDELINES FOR ALTERNATIVE CREDIT PROGRAMS.

Following approval of the Alternative Credit Program Committee report, specific activities which had been proposed were begun to aid with the implementation of the models and procedures in the senior high schools during the current school year. These activities included dissemination of materials to principals, counselors, teachers, and appropriate instructional personnel, preparation of information bulletins to publicize the ACP for various system-wide publications, and consultant services to schools to aid with the implementation.

Conclusion

The objectives of the practicum and the Alternative Credit Program Committee were achieved fully. The project satisfied the State Department of Education requirement for the development of local policies and procedures governing alternative credit programs. The model and procedures gave senior high schools the guidelines needed to make these alternative methods of earning credit a part of a planned program of instruction.

The implementation of alternative credit programs in the Anne Arundel public schools made available to students learning experiences not possible through traditional credit offerings.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

memo

TO: Miss Ruth Dudderar

FROM: Oliver B. Wittig, Jr.
DATE: September 24, 1975
COPY TO:

SUBJECT: Committee for Alternative Credit Programs

In our September 11 meeting, we reviewed a proposal for a committee to develop guidelines, procedures, and models for alternative means of earning graduate credit. The suggestions which you made--committee composition, committee involvement in implementation--have been incoporated into the revised proposal for Nova University, and a copy will be sent to you in a few days.

As suggested, I thought through the committee membership and have attached a proposed membership list and given a brief rationale for these choices. Also attached is a draft of a suggested memo to go to the members. If approved, may I ask that this be sent over your signature. I have no preference for the initial meeting date, but the following times present the least conflict and would be satisfactory:

Monday, October 6
Wednesday, October 8
Thursday, October 9

If other members share my constitution, they will probably be freshest in the morning so we may want to consider a 9:00 a.m. starting time at the Riva Building. Date and time for future meetings can be set at the first session.

The search of the ERIC files has been initiated through M's Hines, and I appreciate the tip which proved to be both time and money saving. Search results in printout form are expected in about ten days. This will be edited, a working bibliography prepared, and arrangements made to secure copies of relevant articles before the first session.

Thank you for your assistance in this endeavor. Please call if there are questions or if anything has been overlooked.

1800/1 (Rev 10/71)

SUGGESTED MEMO TO ACP COMMITTEE

TO: _____

FROM: Ruth V. Dudderar,
Assistant Superintendent
for Instructional Programs

You are asked to serve on a Study Committee to develop the County guidelines and policies affecting the alternative methods of earning high school credit. Revised graduation requirements adopted by the Maryland State Department of Education in November, 1974, permit and encourage local systems to make available personalized programs which enable students to earn credit in a non-traditional manner.

At present, no specific guidelines exist which can be applied at the school level for alternative programs. Such guidelines are needed since students presently in ninth grade will come under the new requirements.

The Study Committee will be responsible for the following:

.....review viable models and procedures used locally or in comparable systems
.....develop the specific guidelines which will govern the alternative credit programs
.....prepare a report and recommendations for the Superintendent's Council and the Board for consideration and adoption
.....and in the implementation of these policies at the local school level.

The initial meeting of the Study Committee is set for Day, Date, Time, Place. Prior to the first meeting you may wish to review several documents.

1. Graduation Requirements for Public High Schools in Maryland, MSDE, November, 1974, pp 10-14.

2. Approved Policy for Implementation of Graduation Requirements for Public High Schools in Maryland, Anne Arundel County Public Schools, April 15, 1975.

3. Any models, guidelines, procedures for alternative programs with which you are familiar.

Suggested Membership - Study Committee on Alternative Credit Programs

The following is the suggested representation which will offer a broad base of experience, represent all areas, and provice input from major disciplines.

3 senior high principals
1 senior high counselor
2 program coordinators
2 resource teachers or classroom teachers
1 area director or assistant area director
- appropriate representation from Department of Instruction

Suggested Membership

Senior high principals
Richard Ensor IV
Craig Lundberg II
Oliver Wittig I

Program Coordinators
Earle Wellemeyer C.O.
Thelma Sparks C.O.

Department of Instruction
Appropriate personnel

Counselors
John Hutchins - Glen Burnie High I

Resource/Classroom
Neal Fertitta - Science - I
Thomas Drowsky - Social Studies - III

Area Office
S. Oliver Rephann - II

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

2644 Riva Road
Annapolis, Maryland 21401
Telephone: 301-224-0113

September 30, 1975

Mr. Oliver Wittig, Principal
Andover High School
Andover Road
Linthicum, Maryland

Dear Mr. Wittig:

You are asked to serve on a Study Committee to develop the county guidelines and policies affecting the alternative methods of earning high school credit. Revised graduation requirements adopted by the Maryland State Department of Education in November, 1974 permit and encourage local systems to make available personalized programs which enable students to earn credit in a non-traditional manner.

At present no specific guidelines exist which can be applied at the school level for alternative programs. Such guidelines are needed since students presently in ninth grade will come under the new requirements.

The Study Committee will be responsible for the following:

... review viable models and procedures used locally or in comparable systems
... develop the specific guidelines which will govern the alternative credit programs
... prepare a report and recommendations for the Superintendent's Council and the Board for consideration and adoption
... and in the implementation of these policies at the local school level.

The initial meeting of the Study Committee is set for October 9 (Thursday), 9:00 a.m. - 3:30 p.m., in the conference area of the Curriculum Department of the Riva Road Building. Prior to the first meeting you may wish to review several documents:

1. Graduation Requirements for Public High Schools in Maryland, MSDE, Nov.,1974 pp. 10-14.
2. Approved Policy for Implementation of Graduation Requirements for Public High Schools in Maryland, Anne Arundel County Public Schools, April 15, 1975.
3. Any models, guidelines, procedures for alternative programs with which you are familiar.

We are looking forward to being with you on Thursday, October 9th.

Sincerely,

Ruth V. Dudderar
Assistant Superintendent
Instructional Programs

BOARD OF EDUCATION: G. George Asaki, president, F. Carroll Smith, vice president, Dr. Delores C. Hunt, Mrs. Maureen Lamb, Col. Raymond C. Smith, Charles G. Truffer, Mrs. S. Edwin Zimmerman, J. Jeffrey Robinson (student member)

Committee to Develop Guidelines and Policies for
Alternative Means of Earning Graduation Credit

Agenda October 9, 1975

1. Introductions
2. Committee Responsibilities
3. Examination of Present Practices
4. Discussion of Viable Models
5. Logistical Considerations
   - Clock hours requirements
   - assignment of credit
   - approvals
   - evaluation of programs
6. Plan of Action for the Committee
7. "Assignments"
8. Future Meeting Dates

ANDOVER HIGH SCHOOL

TO: Committee to Develop Guidelines and Policies for Alternative Means of Earning Graduation Credit

FROM: Oliver B. Wittig, Jr.

RE: Summary of Initial Meeting - October 9, 1975

I. The Committee "brainstormed" on our task -- the development of specific guidelines and policies for alternative means of earning graduation credit. Some questions and concerns raised follow:

.. Alternative credit programs would be EXPLORATORY, ENRICHMENT, or VOCATIONAL and would apply to the more academically inclined self-motivated student.

..Prior approval of alternative credit programs and supervision by the school are a must.

..Will schools have the resources (personnel, time, finances) to support a.c.p.?

..Will there be areas of conflict with Child Labor Laws - hazardous tasks, work hours, etc.?

..Will a.c.p. infringe on existing work study programs? Seems advisable to involve Mr. Schkloven in our deliberations.

..John Hebb can have input on coordination of such programs.

..Need to spell out specific responsibilities for those involved in a.c.p.- student, teacher, parent, counselor, administration, out of school sponsor.

..a.c.p. can occur both inside and outside of regular school day.

..Be aware of possible interface with other committees---evening high school, graduation requirements committee.

..At some point Committee will want to involve lay persons--citizens and students--to react when we have something concrete.

..Consider a possible tie in with Career Education.

..Evaluation of a.c.p. based on predetermined objectives, clock hour requirements, other logistical considerations.

II. Plan of Action for the Committee

Tentative Time Line

October 1975 - Initial committee meeting. Research and study of viable models and procedures in A. A. County and comparable systems. ERIC search for relavent journals. Working bibliography prepared. Committees work on "assignments."

November 1975- First draft of guidelines and procedures and models. Reactions and feedback from potential users.

December 1975- Continue work on first draft--

(Continued)

January 1976 - Preparation of second draft of guidelines, procedures, models. Involve lay groups for reaction and suggestions.

February 1976- Preparation of draft for Department of Instruction and Superintendent's Council.

March 1976 - Prepare report for presentation to Board for information.

April 1976 - Prepare report to Board for action
May 1976 - Prepare final report for implementation
Design strategy for implementation.

III. Future Meeting Dates - Riva Building - 9:00 a.m.
Friday, November 7
Thursday, December 4
Thursday, January 8
Monday, February 2
(March, April, and May dates to be decided.)

IV. "Assignments"
Contacts to be made with counterparts in other systems by program coordinators and resource teachers

Principals will investigate models and procedures now used.

Counselor will contact colleagues for procedures, models, input

Chairmen: Disseminate minutes, prepare working bibliography, contact other Central Office personnel to be involved.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
Committee to Develop Guidelines and Policies for Alternative Credit Programs
November 1975

A. Summary of Meeting November 7, 1975

..Announcement of future committee meeting dates and places
..Discussion and reactions to Preprofessional Internship Program at Annapolis High School.
..Interface between alternative credit programs and existing vocational educational work study programs
..Development of TENTATIVE philosophy for alternative credit programs
..Establishment of clock hours/credits
..A Flow Chart for alternative credit programs
..Discussion of field testing and evaluation

B. Tentative Philosophy for Alternative Credit Programs - please review, clarify language, bring revisions to December 4 meeting. (Items below are a result of "brainstorming" and need revision).

1. Community Experiences (alternative credit programs either work study or off-campus outside the Vocational Ed programs) are not part of the Vocational Ed program and are offerings resulting from student requests which allow the student to gain credit through an out of school activity, which meets objectives supplementary to those established by the County Curriculum.

2. Alternative credit programs must be cooperatively planned by the student, the school, and the community sponsor.

3. The ACP programs must be designed to provide exploratory or enrichment experiences beyond the eleven specified requirements. ACP programs will earn elective credit

4. ACP programs must relate to the County approved Goals of Education.

5. These programs will be under the auspices of the local school and will be coordinated by a member of the school staff.

6. ACP programs are credit only - no pay for the participant. (The intent is not to replace a person who would be employed in either full time work or cooperative work study.

7. These programs must have prior approval of the school principal

8. Credit earned in ACP programs will be called Community Experience -TITLE). This title will permit projects of an interdisciplinary nature

9. Community Experience Programs may be initiated by

..the school
..the student
..the teacher
..the community
..the parent

C. Receiving Credit Alternative Credit Programs

Community Experience programs will earn credit at the same clock hours ratio as regular in-school classes to a maximum of 1-1/2 credits per semester. The clock hours prescribed for regular classes will prevail

1 credit - 132 clock hours
1/2 credit- 66 clock hours

The individuality and flexibility of Community Experience programs will require principal judgement in the determination of credit which may be earned.

A student may earn up to a maximum of nine (9) credits with Community Experience Programs.

D. Flow Chart for Community Experience Programs

I.. IDEA - student begins to verbalize about project with teacher or counselor
..Preliminary discussion with teacher, principal

II. DEVELOPMENT -
..Discussion of feasibility with school, student, community, sponsor

III. PROPOSAL
..student prepares written proposal. (Training Plan sheet will be developed)
..specify objectives, activities, responsibilities, criteria resources

IV. APPROVAL
..student, coordinator, sponsor, principal review - proposal and approve.
..determine method to evaluate project

V. IMPLEMENTATION AND FOLLOW UP
..student begins project
..periodic follow-up by coordinator
..interim checks on progress

VI. EVALUATION
..evaluate completed project on basis of criteria specified in original proposal
..grant credit

The above are general ideas for the flow or sequence of Community Experience projects. More detail must be added.

E. Field Test: Involvement of and reactions from students, teachers, parents) Involve principals and counselors. Reactions and suggestions) FORMATIVE Field test of final proposal in actual situation) EVALUATION)

F. Next Meeting - Thursday, December 4 Conference Room I

Bob Jervis will be present to help with the Career implications for Community Experience programs.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Glen Burnie Sr. High School
Balto. & Annapolis Blvd.
Glen Burnie, Maryland 21061
Telephone: 301-761-8950

January 26, 1976

Mr. Oliver Wittig
Andover Senior High School
Andover Road
Linthicum, Maryland 21090

Dear Ollie:

I see counselor involvement in the Alternative Credit Programs as follows:

The counselor would be involved in a number of ways. He would have routine involvement in informing students about such arrangements. This would be accomplished through the various group and individual contacts. He would work with students and parents in making overall educational plans and the necessary imput to them regarding the appropriateness of such an arrangement within the individuals total program and career goals. He would serve on general organizational committees to provide imput regarding needs individuals may have, experiences that may contribute to, or be profitable for, the various types of career goals. He would serve in a public relations function providing information to the community where there are such inquiries and to parents through various informal activities. He would serve in a general advisory position to both planning groups and departmental groups with respect to school arrangements bearing on diploma requirements, higher education, and employment implications.

His efforts would be in cooperation with other staff members who would have involvement in the planning and execution of alternative arrangements.

I feel the above generalizations would cover the types of involvement on the part of the counselor. Let me know your reaction on the above, I may have overlooked something.

Sincerely,

John Hutchins

JAH:tmh

BOARD OF EDUCATION: G. George Asaki, president, F. Carroll Smith, vice president, Dr. Delores C. Hunt, Mrs. Maureen Lamb, Col. Raymond C. Smith, Charles G. Truffer, Mrs. S. Edwin Zimmerman, J. Jeffrey Robinson (student member)

ALTERNATIVE CREDIT PROGRAM
FISCAL IMPACT STATEMENT

1.	Staff 11 Senior High Schools with one half time professional position	
	11 x 1/2 x $14,700 (projected average teacher salary 1976-77)	$80,850
2.	Materials of Instruction estimated at $150 per school	
	$150 x 11	1,650
3.	Travel expenses estimated at $700 per school	
	$700 x 11	7,700
4.	Fringe Benefits - cost of insurance programs for associated personnel	
	$285 x 5.5	1,570
5.	In-service Training - estimate of amount needed for consultants and/or honorariums for teacher training	500
	TOTAL	$92,270

ALTERNATIVE CREDIT PROGRAM

NOTES ON MEETING - April 15, 1976

Present: Walker Brian
William Tilghman
Oliver B. Wittig, Chairman of Committee
Betty Hilprecht

Questions:

1. Should (can) we require a participant to have Omaha Accident/Medical Insurance as a prerequisite to enrollment?
   - Those present at the meeting felt this would be the best avenue to take to make certain the students were covered in the event of injury on the job.
   - Mr. Jim Carrigan (MM&O, Inc.) was contacted. He telephoned the representative of Omaha Mutual. The students can enroll in the plan any time during the school year, however, the premium will not be pro-rated. The cost is approximately $3.50 per school year for the coverage during school hours. There is also 24-hour coverage available at an additional cost.
   - Mr. Wohlgemuth is being contacted to ascertain if we can legally require that the parent purchase the above memtioned insurance coverage.
2. Since these learning activities are credit only (no pay), are the students covered under the Board's Workmen's Compensation?
   - No, not covered. In order to be covered under Workmen's Compensation, the student would have to receive pay and be on the Board's payroll.
3. What are a project sponsor's responsibilities/liabilities beyond "reasonable precautions or safeguards" to student participants?
   - None. The Board of Education carries Comprehensive General Liability coverage to protect the sponsor.
4. Who is responsible should a student sustain injury on a learning site?
   - No one would be responsible unless negligence was the proven fact of the job-related injury. If negligence was a proven factor, then the employer stands a chance of being sued for damages caused by the accident.

Other Questions:

1. How many students will this program involve?
   - Approximately 330 students for the coming school year - 1976-77.
2. How will the students be transported to the job site?
   - By their own means of transportation.

April 15, 1976/bh

APR 20 1976

murray, martin & olson, inc.
insurance exclusively
p. o. box 186 • annapolis, md. 21404
phone: 263-2678

April 19, 1976

Mrs. Betty Hilprecht
Board of Education of Anne Arundel County
2644 Riva Road
Annapolis, Maryland 21401

Re: Insurance for Alternative Credit Program and Experience Based Career Education

Dear Mrs. Hilprecht:

Students participating in either of these programs would work in various places of business but would receive no pay of any kind. As a result, injuries to the students would not be payable under any Workmen's Compensation Policy.

Our concern then is what insurance is available in the event of injury to a student. The Board of Education's Liability Policy protects it and all teachers involved in the program in the event the parents decide that there is sufficient grounds to institute a suit alleging negligence. The employer's public liability insurance would protect him because the child, not being on the payroll, is considered a member of the public.

In order for a Liability Policy to pay for the medical expenses of the child, there must be negligence. Since this is not always provable, (we suggest that a child who is to participate in the program) be required to show that he has purchased student accident insurance or will be required to purchase it in order to enter the program. This brings up the question of whether this requirement is legal, and the Board's counsel needs to answer this question.

It is probable that cooperating employers would require that the Board of Education hold them harmless from any suit or expense resulting from injury to a child. This should be avoided if at all possible; but if in the judgement of the committee this is a desirable avenue, then we can pursue it with your insurance company.

YOUR independent insurance AGENT

An alternative to a hold harmless clause is for the cooperating employer to make a token payment of wage so that the child is covered under the Workmen's Compensation Policy of the employer. The question that then arises is how small a payment is permissible under the minimum wage law and related legislation. This question must be answered by legal counsel.

We shall be interested in further developments of these programs as they relate to insurance, and our services are available to you at any time.

Very truly yours,

William J. Tilghman

WJT/cac

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

2644 Riva Road
Annapolis, Maryland 21401
Telephone: 301-224-0113

May 7, 1976

Mr. Oliver B. Wittig, Principal
Andover Senior High School
Andover Road
Linthicum, Maryland 21090

Dear Mr. Wittig:

I am now in a position to give you additional information in reference to the Alternative Credit Program. Enclosed is a copy of the minutes from our April 15, 1976 meeting and a copy of the written response from William J. Tilghman of Murray, Martin and Olson, Inc.

After much difficulty, I finally reached the Board's attorney, Mr. Wohlgemuth. He does not feel that it is necessary to require a student to have the Omaha insurance. In reality, the parents are always responsible for their own child, and if the parents do not carry adequate accident/medical insurance, then they can fully expect to pay any bills in relation to all accident/medical situations. He further stated that mention of the Omaha insurance on the application form would be a good idea, in the event the parent would want to take advantage of purchasing this type of coverage.

After discussing the above with Mr. Walker Brian and taking into consideration the Board's comprehensive liability coverage, we do not feel that further insurance requirements are needed for this program.

Sincerely,

Betty Hilprecht

(Ms.) Betty Hilprecht
Insurance Assistant

cc: Mr. Walker Brian

BOARD OF EDUCATION: Col. Raymond C. Smith, president, G. George Asaki, vice-president, Anthony Arend, Student Member, P. Tyson Bennett, Dr. Delores C. Hunt, Maureen Lamb, Charles G. Truffer, Mrs. S. Edwin Zimmerman

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

RECOMMENDED GUIDELINES AND PROCEDURES

ALTERNATIVE CREDIT PROGRAMS: EXPERIENCES OUTSIDE SCHOOL

Committee

Tom Drowsky, Social Studies Resource Teacher, Area III
Ruth Dudderar, Assistant Superintendent, Instructional Programs
Richard Ensor, Principal, Annapolis Senior High School
Neal Fertitta, Science Resource Teacher, Area I
John Hebb, Program Coordinator, Cooperative Work Experience Programs
John Hutchins, Counselor, Glen Burnie Senior High School
Robert Jervis, Coordinator of Career Education
Craig Lundberg, Principal, Northeast Senior High School
Eva Pumphrey, Director of Curriculum
S. Oliver Rephann, Acting Director, Area II
Isaac Schkloven, Director, Vocational Education
Thelma Sparks, Program Coordinator, Mathematics
Earl Wellemeyer, Program Coordinator, English
Dennis Younger, Coordinator of Curriculum Development
Oliver Wittig, Principal, Andover Senior High School, Chairman

Approved for Implementation under Plan B by the Board of Education, July 7, 1976

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I. INTRODUCTION

The revised requirements for graduation adopted by the Maryland State Department of Education in November, 1974, and in effect for present ninth graders represent the first major change to diploma requirements since 1964. In one section of these new graduation requirements, the alternative ways of earning graduation credit, there are at present no county policies, procedures, or guidelines governing alternative programs: non-paid experiences outside of the school.

A broad-based committee of school administrators, counselors, area personnel, resource teachers, and central office personnel considered these alternative programs and developed policies, procedures, and guidelines for their governance.

The committee has considered similar programs in operation in Anne Arundel County such as the Pre-Professional Internship Program -- (P.I.P.) at Annapolis High School and programs in comparable school systems such as the Experience-Based Career Education -- (E.B.C.E.). Viable programs reported in current professional literature were also considered. Input from school based administrators, parents, teachers, students, and representatives of business and industry, has been utilized in the preparation of the committee proposal.

There are at present several programs by which students may obtain alternative credit already in operation in Anne Arundel County. This report is directed only toward those which involve non-paid experiences outside the school.

II. PHILOSOPHY FOR ALTERNATIVE CREDIT PROGRAMS

Revised graduation requirements adopted by the Maryland State Department of Education (MSDE) in November, 1974, provide for increased flexibility and variety in the ways in which students may acquire skills and competencies. It is accepted that many students possess a degree of motivation, self-direction, and independence that enables them to acquire these skills and competencies by non-traditional means. The new graduation requirements also recognize that learning takes place not only within the classroom and school, but also in the larger school community.

Secondary schools must make a continuous effort to increase the number of experiences available to individual students who have the ability and desire to

learn by non-traditional means. These efforts must include the identification of potential worthwhile experiences, dissemination of information to students, parents, and school personnel, and provision of school personnel to serve as counselors or project sponsors. The school should be prepared to serve as facilitator and resource for students participating in non-traditional credit programs, and in the development of performance criteria, and assisting in the evaluation of student efforts.

III. GOALS FOR ALTERNATIVE CREDIT PROGRAMS COMMITTEE

1. To establish a philosophy on which the development of policies, procedures, and guidelines for alternative credit programs may take place.
2. To establish a method to meet the Graduation Requirements (November 1974) as they relate to alternative ways of earning credit.
3. To develop policies, procedures, and guidelines for alternative credit programs for Anne Arundel County.
4. To make recommendations to aid the implementation and evaluation of alternative credit programs: experiences outside of school.

IV. OBJECTIVES OF ALTERNATIVE CREDIT PROGRAMS

1. Provide opportunity for students to acquire skills and competencies in areas of interest or need by non-traditional means.
2. Expand the areas of experiences available to students outside the classroom and into the school community.
3. Make available to students information, expertise, and experience by contact with appropriate resources in the school community.
4. Provide students with the opportunities to explore areas of career interest which are not currently available in the present curriculum.

V. GUIDING PRINCIPLES FOR ALTERNATIVE CREDIT PROGRAMS

1. Learning is a process which encompasses the total life experience of each individual; it begins before the student enters school and develops throughout a lifetime of formal and informal learning experiences.
2. Educational programs must be broad enough in scope and flexible enough to offer the opportunity to explore many fields of learning.
3. Educational experiences can occur not only in the regular classroom setting but also in the larger school community.
4. Alternative programs WILL PROVIDE FOR ELECTIVE CREDIT BUT WILL NOT REPLACE the basic requirements for graduation.

5. Alternative Credit Programs must provide a sound educational experience that is consistent with county goals of education and with the goals and objectives of those disciplines to which they are related.
6. Alternative credit programs should be part of a sound basic program and should be consistent with the county goals of education.
7. Plans for alternative credit experiences can originate with the student, a teacher, a community group or individual. The most important consideration is that such experiences correlate with a thoroughly planned program. The planning must involve the student, a teacher-sponsor, the parent, school personnel, and the community sponsor.
8. Alternative credit experiences may provide up to eight (8) elective credits toward graduation.
9. Alternative credit programs are for <u>credit only</u>. There will be no pay for participants.
10. Alternative credit experiences will not replace existing cooperative work study programs or other programs presently in the schools.
11. Alternative credit experiences will not replace a person who would be employed in full-time work.
12. Alternative credit programs will be an option available to all students who have needs which cannot be met by existing programs.

VI. FLOW CHART
ALTERNATIVE CREDIT PROGRAMS

ITEM	PERSONS INVOLVED	ACTION
A. PLANNING		
Phase I		
Idea	Student, teacher, teacher sponsor, counselor, community sponsor, as an outgrowth of a class, as an extension of a vocational or avocational interest.	Preliminary discussion of idea with teacher, counselor, parent, community sponsor, or other sources.
Development	Student, teacher, teacher sponsor, community sponsor, counselor	Further discussion of idea with teacher, community sponsor, teacher sponsor to determine feasibility of idea
Proposal	Student, teacher, principal, counselor, parent, teacher sponsor, community sponsor, counselor	Further refine idea or project. Complete Phase I, Preliminary Plan Sheet, and submit for approval.
Phase II		
Specific tasks	Student, teacher sponsor, community sponsor, counselor	Establish the specific tasks to be completed during the project including the level of performance expected.
Activities	Student, teacher sponsor, community sponsor	List the specific activities and approximate time for each activity. Submit Phase II, Program Plan Sheet to principal.
Approval/Credit Determination	Student, teacher sponsor, community sponsor, principal	Principal will review Phase II, Program Plan Sheet, suggest changes for project, determine the number of credits which may be earned, grant approval to proceed.

ITEM	PERSONS INVOLVED	ACTION
B. IMPLEMENTATION		
On-site orientation	Student, teacher sponsor, community sponsor	Review roles of persons involved, operating procedures, restrictions; establish procedures for teacher sponsor supervision.
Teacher sponsor supervision	Teacher sponsor	Supervises student; coordinates project with community sponsor; helps resolve project-related problems; serves as liaison between school, student, and community.
Progress checks	Teacher sponsor, student, community sponsor	Teacher sponsor provides regular and periodic supervision of project, helps to keep student "on schedule," aids in resolution of project-related problems and provides student with interim evaluation.
C. EVALUATION	Student, teacher ponsor, community sponsor, principal	Project sponsor and teacher sponsor will evaluate student's performance (satisfactory/unsatisfactory) and provide a written evaluation. Final evaluation discussed by teacher sponsor and community sponsor. Principal reviews evaluation, grants credit, and prepares transcript for student files.

VII. ROLE DEFINITION FOR ALL PARTICIPANTS

A. Students

...propose project related to program

...identify a community sponsor

...develop Phase I, Preliminary Plan Sheet

...confer with teacher, counselor, community sponsor

...complete activities designed to accomplish specific tasks as stated in Phase II Program Plan.

B. Teacher Sponsor

...aid student indevelopment of alternative credit project

...serve as a liaison between the student and the project sponsor

...aid in resolution of project-related problems

...perform progress checks on student project

...participate in evaluation of student performance

C. Counselor

...serve as a resource to students and teachers

...help publicize alternative credit programs to students, parents, and teachers

...advise student on credit and/or course requirements related to A. C. P. projects

D. Project Sponsor

...provide student with educational experiences not available in the regular school setting

...participate in development of performance objectives and activities

...aid in completion of Phase II, Program Plan Sheet

...provide formal and informal evaluation of student performance

E. Parent

...signify awareness and approval of student's participation in A. C. P.

...give counsel and advice to student involved in A. C. P.

VIII. EXAMPLES OF ALTERNATIVE CREDIT PROGRAMS

It is anticipated that student's choices of alternative credit programs will be as varied as the student's interests, ideas, and creativity will permit. Several examples presented below represent some of the options which might be chosen.

A. A student arranges to perform an internship with a community newspaper to learn various aspects of the newspaper profession. Student is assigned to various departments during the two days each week that he is engaged in the internship. Student keeps a log of experiences, performs the various duties assigned, and moves through the various departments learning different skills.

B. From the social studies teacher the student learns of a bicentennial project to restore an historic house. The student becomes involved in the research effort to trace the historical background for the house, makes sketches of the original structure, searches archives for inventories of furniture and household items, prepares reports for use in the restoration. A student keeps a log to document the extent of participation, the kinds of activities engaged in, and the results of these activities.

C. Student is affiliated with a performing drama group and has the opportunity to serve as an aide to the manager/director. In this capacity the student becomes involved in the technical, performing, and business aspects of professional theatre. A program plan worked out with the student's drama teacher and the manager/director correlates with the student's drama class and vocational interests.

IX. A.C.P. FORMS

Anne Arundel County Public Schools
Alternative Credit Program: Request
(Non-Paid Experiences Outside of School)

Phase I: Preliminary Plan

The requested program will take place

_____in school

_____out of school (Location:_____)

School Year 19_____

Time: _____Fall Semester

_____Spring Semester

Description: Explain briefly what you would like to do during your community experience.

_____

_____

_____

_____

_____

Submitted by:

Name_____

School_____

Class or grade_____

Date_____

Approved:

_____, Parent

Date_____

_____, Teacher/Sponsor

Date_____

Principal _____Approval (Proceed to Phase II) ____Not Approved

_____Date_____

Comments:_____

Anne Arundel County Public Schools
Alternative Credit Program Request
(Non-Paid Experiences Outside of School)

Phase II: Program Plan

Location: School_____ Out of School (Location_____)

Time: _____Fall Semester
School Year 19____ _____Spring Semester
Hours Per Week_____
Project Sponsor_____
Teacher Sponsor_____

General Description

Type of work to be done:

Specific tasks to be performed:

Reason for interest in work of this type:

I agree to serve as Community Sponsor for this program, and to provide all experience and instruction noted herein. (A separate page detailing the kinds of experiences and/or specific responsibilities may be attached.)

_____
Project Sponsor

I agree to keep all established schedules and perform all tasks to the best of my ability.

_____
Student

I agree to serve as Teacher Sponsor for the above project.

_____
Teacher Sponsor

Approved:

_____, Principal

Date:_____

Number of credits to be earned_____

(TO BE COMPLETED BY SCHOOL)

This certifies that _____ has satisfactorily completed the Alternative Credit Program Plan as detailed and has been awarded _____ credit(s).

APPROVED:

_____, Principal

Date:_____

cc: Student, Student File

Anne Arundel County Public Schools
Alternative Credit Program
(Non-Paid Experiences Outside of School)
EVALUATION SHEET

Student's Name_____
School_____
Teacher Sponsor_____
Project Sponsor_____

SPECIFIC TASKS	Attained Proficiency Yes	No

PERSONAL DEVELOPMENT	Highest 1	2	3	4	5	6	Lowest 7
1. Punctuality							
2. Personal appearance							
3. Health and hygiene habits							
4. Dependability							
5. Works well alone							
6. Works well with peers							
7. Follows directions							
8. Accepts criticism							
9. General attitude							
10. Safety practices							

(Please complete comments section on next page.)

COMMENTS: (Please comment on participant's strengths and weaknesses observed, and recommendations for improvement or change.)

_____ Date_____
Project Sponsor

_____ Date_____
Teacher Sponsor

(Return completed Evaluation Sheet to Principal)

X. Continuous Evaluation

To insure that the Alternative Credit Program (Non-Paid Experiences Outside of School) continues as a viable option for students, the following evaluation procedures are established.

A. The Alternative Credit Program will be under the auspices of the Assistant Superintendent-Instructional Programs. This individual and a nucleus of members from the A. C. P. Committee will serve as an Evaluation Committee.

B. An evaluation of the A. C. P. model, policies, procedures, and guidelines will be conducted at the end of the first full year of evaluation and periodically thereafter. Modifications to the model and to related procedures will be made as indicated by the evaluations.

C. Strategies for the A. C. P. Evaluation will include but not be limited to:

1. Written surveys from student participants
2. Written surveys from teacher sponsors and project sponsors
3. Written evaluations from participating students, teacher sponsors, project sponsors, principals, counselors, and parents.
4. Other evaluative techniques suggested by the Coordinator of Research which will yield appropriate empirical data.

XI. IMPLEMENTATION PLANS FOR ALTERNATIVE CREDIT PROGRAMS - EXPERIENCES OUTSIDE SCHOOL

Plan A

Provide one (1) additional half time position in each senior high school for an Alternative Credit Program Sponsor (ACP Sponsor would have a three class teaching load plus two periods per day which would be used to coordinate the ACP program in each high school).

The ACP sponsor would have the duties as outlined in VII, B. In addition this individual would be responsible for the school-wide coordination of the ACP program. These duties would include but not be limited to disseminating information about the ACP program to students, parents, and project sponsors, serving as the school-community liaison for the ACP Program, and assisting with the evaluation of the ACP Program.

The services of a half time sponsor would insure continuity of the ACP Program as prescribed by the guidelines. This arrangement would also insure that the responsibility for all aspects of the ACP Program would rest with one individual within a school.

The Fiscal Impact Statement, shows the estimated costs for Plan A. The ACP Committee views Plan A to be the most desirable.

Plan B

The alternative plan provides for implementation of the ACP Program in each of the senior high schools with no additional positions required. Under Plan B each senior high school would have one or more individuals involved in the ACP Program. The duties of these sponsors are detailed in VII, B.

It is desirable that one person in each school be given the responsibility for the coordination of the ACP Program to insure the continuity discussed above. The individuals who could assume this responsibility could be the principal, an assistant principal, a department chairperson, a counselor, or an interested teacher. The principal of each senior high would be responsible for designating the individual to assume the responsibility for the overall coordination of the ACP Program for that school. The principal would also have the responsibility for arranging for compensatory time/released time for those persons involved in the ACP Programs. The Committee recommends that compensatory arrangments include but not be limited to release from other instructional duties, permission to perform these duties on unassigned time, and performance of ACP responsibilities in lieu of other assigned school duties. The high school principals would be responsible for determining which of these arrangements would be most feasible in each individual school.

Under Plan B the Committee anticipates that there will be several individuals involved in the ACP Program in the capacity of teacher sponsor but strongly recommends that one person be delegated the responsibility for the overall coordination of the ACP activities.

IMPLEMENTATION STRATEGIES AND TENTATIVE TIME LINE

Pending approval of the Alternative Credit Program by the Board of Education the Committee suggests the following strategies for implementation in the senior high schools effective September 1976.

1. Print the Alternative Credit Program model and guidelines for distribution to senior high schools. The document and a cover letter explaining the philosophy and intent of ACP Programs will go to all senior high school principals, counselors, and department chairpersons. The ACP document will also be provided to appropriate Central Office personnel. The Committee intends that the ACP document be studied and considered by these persons. The Committee expects to serve in a consultant capacity to aid with the implementation.

2. The Committee will prepare written materials explaining the Alternative Credit Program for inclusion in the Administrative Manual, The Guidance Handbook, the County Course Description Booklet, and other appropriate informational literature.

3. The Committee also recommends that a question and answer session be scheduled for the August 19, 1976 senior high principal's meeting. Members of the ACP Committee will be in attendance to react to questions and aid with implementation.

4. The Committee will also serve in a consultant capacity to assist schools with implementation of the ACP Program effective September, 1976.

SUPPLEMENT TO ALTERNATIVE CREDIT PROGRAM REPORT

FISCAL IMPACT STATEMENT

1. Staff 11 Senior High Schools with one half-time professional position	
11 x 1/2 x $14,700 (Projected average teacher salary 1976-77)	$ 80,850
2. Materials of Instruction estimated at $150 per school	
$150 x 11	1,650
3. Travel expenses estimated at #700 per school	
$700 x 11	7,700
4. Fringe Benefits - cost of insurance programs for associated personnel	
$285 x 5.5	1,570
5. In-service Training - estimate of amount needed for consultants and/or honorariums for teacher training	500
6. Blanket insurance policy to cover student trainees involved in out-of-school activities	130
TOTAL	$ 92,400

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

memo

Program Coordinators, Central Office
Instructional Personnel

FROM: Oliver Wittig
DATE: August 1976
COPY TO:

JECT: Guidelines and Procedures, Alternative Credit Programs, Experiences Outside School

A copy of the Guidelines and Procedures for Alternative Credit Programs - Experiences Outside School approved by the Board of Education on July 7, 1976 is attached. These guidelines and procedures were developed and field tested by a broad-based committee during the 1975-1976 school year. The document reflects the committee's work in the areas of philosophy, objectives, participant responsibilities, the flow chart of events, record keeping, and evaluation. The document has, or will be disseminated to high school principals, counselors, and department chairpersons by September, 1976. It is the intent that the Alternative Credit Program option prescribed by MSDE for the revised graduation requirements be implemented during the current school year.

Alternative Credit Programs for students can provide learning experiences not presently available in the regular curriculum. Students with special educational needs and abilities can integrate alternative credit experiences into a planned program for completing graduation requirements.

The committee has endeavored to provide a degree of structure and consistency into the administration of alternative credit programs without limiting the flexibility and individuality intended for these optional experiences.

Plans have been made for continuous evaluation after the program has been implemented. The committee asks that you review these procedures and guidelines to determine how such experiences can be a part of your curriculum area. We encourage your involvement and welcome your recommendations during implementation.

m

Attachment: Approved Guidelines and Procedures
Alternative Credit Programs

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